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EDUCATIONAL NEWS AND EDITORIAL COMMENT

TEACHERS' INSTITUTES

The *Ohio Teacher* asserts that much valuable time is wasted in teachers' institutes by instructors who attempt to make their addresses popular by means of stories and anecdotes. This editor affirms that teachers prefer to listen to something "that will help them teach." The phrase "listen to something that will help them teach" raises a far more serious criticism against many institutes. County or city superintendents ought to realize that an institute in which the instructors merely talk, and the teachers merely listen, is not likely to result in better teaching. For illustration, a typical institute is organized as follows: At 9:00 the teachers gather in an auditorium. The first exercise is conducted by an instructor in music. The drill is necessarily exceedingly superficial, the net result being that a few of the women teachers learn some new songs. Then follow addresses by two men also called instructors. One of them gives one of a series of five talks on the teaching of a special subject; the other gives a series of so-called inspirational lectures. In the afternoon the program is duplicated. The teachers listen quite respectfully; but the addresses are, and necessarily must be, more or less general. Such general lectures, even if they are conscientiously presented by able men, and listened to eagerly by conscientious teachers, are not likely to have immediate effect on instruction throughout the county.

Why not employ instructors, not to talk to a large group of teachers having a great variety of interests, but to instruct small groups, who need guidance in the field of the instructor's speciality. Say that a man from the university is employed. Let him meet a small group of thirty to fifty teachers twice a day throughout the institute week in intimate consultation about his specific field. Let him conduct his work in the form of a round-table discussion. Let him create the attitude of intense study of the problems of teaching in that field. In short, do not compel him to talk; require him to teach. Give him the opportunity of being in fact, as well as in name, an instructor.

TEACHING PUPILS TO STUDY

The attention which is being given to training pupils in effective methods of study is one of the most striking facts in the present school procedure. Supervised study in some form or other is being tried in most progressive schools. The hour period, the double period, the large-group laboratory method, the special study period, represent some of the administrative devices under which the experiment is being tried. It is to be hoped that careful studies will be made and published of methods and results, so that we may have some basis for determining which is the best of the widely varying methods employed. In any method the important element is the teacher. Until recently there has been very little available material to guide teachers in developing effective study-habits in their pupils. Dewey's *How We Think* (Heath) has given us the fundamental principles, but most teachers need more detailed and concrete directions than they are likely to derive from a study of this excellent book. Sandwick's *How to Study* (Heath) contains much interesting and valuable material for both the teacher and the pupil. The best brief and practical treatment of the subject is Whipple's *How to Study Effectively*, recently published by the Public School Publishing Company.

The "Study Helps" which have been used for several years in the University of Chicago High School, the use of which was described in the *School Review* (XXIII, 548) have proved effective and have been adopted in a large number of schools. These have recently been made available through the University of Chicago Press. A very similar set of suggestions on *How to Study* has been published by the Indexers, Chicago. The result of this widespread attention to the laws of habit formation and the effort to base methods of instruction on these should result in a greatly improved technique among teachers and a corresponding increase in the efficiency of our schools. F. W. J.

QUALIFICATIONS OF HIGH-SCHOOL TEACHERS IN CALIFORNIA

Since 1914 teachers in the high schools of California have been required to present one year of graduate study. In the past this graduate study was in the subject-matter of the courses the student was preparing to teach. Recent revision of the law for this graduate year emphasizes the importance of preparation for the actual processes of teaching. The issue is squarely raised as to whether all of the graduate work of a prospective teacher should be entirely in subject-matter, or whether a considerable share of it ought to be in methods of teaching.

The requirements established by the State Board of Education are as follows:

1. Each candidate shall have received a Bachelor's degree from a standard college, requiring not less than eight years of high-school and college training.

2. Each candidate shall submit evidence that in addition to the academic and professional courses required for the Bachelor's degree he has completed at least one year of graduate study, doing full regular work, though not necessarily a candidate for a degree, in an approved graduate school. Such graduate study shall include at least one full-year course of advanced or graduate work in at least one of the subjects in which the candidate expects to be recommended for certification.

3. Requirements of fifteen units of work in education.

Each candidate shall also submit evidence that he has completed in undergraduate or graduate standing, or the two combined, not less than fifteen units (semester hours) of work, in courses listed in the department of education in the institution in which the graduate work is completed, or courses in other departments of that or other institutions accepted as preparation for teaching by the department of education.

The required fifteen units of work in the department of education include the following courses:

- a) A course in school and classroom management, or equivalent work—a minimum of one unit.

- b) Work in actual practice of teaching, with conference—a minimum of four units.

- c) A teacher's course in at least one subject in which the candidate expects to be recommended for certification, if such course be given in the institution and be accepted by, or listed under, the work in education—a maximum of three units for all such courses.

- d) A course in secondary education, presenting particularly the purpose and attainable goals of high-school work—a minimum of two units.

- e) Such other courses relating to the theory, function, and administration of public education as are needed to complete the required fifteen units.

The law also provides that the State Board of Education may consider the cases of individual candidates who have twenty months of successful experience as teachers and who have not the exact credentials required for regular certification. The State Board of Education in considering such cases will have in mind as the standard the same requirements as for regular certification; that is, four years of high-school work, four years of college work, and a half-year of postgraduate uni-

versity work. As equivalent the Board may consider any evidence of scholarship, education, training, travel, or other means of advanced culture that may be offered. To candidates who in the judgment of the Board fully meet the academic and professional standards of regular certification will be granted the State Board high-school credential, upon which county and city boards of education may grant regular high-school certificates.

It will be noted that the "year of graduate study . . . shall include at least one full-year course in at least one of the subjects" the candidate prepares to teach. This is equivalent to six semester hours. In addition are required not less than fifteen semester hours in education. Now, the average graduate student can carry successfully about 24-30 semester hours; therefore the California requirements allow him 3-9 semester hours for electives.

A principal or superintendent may wisely spend two-thirds of his graduate time in professional courses; but the proportion for teachers of special subjects should be somewhat smaller. Probably the California State Board reasoned that the student would choose courses in his special subject to the full extent of permitted election. If the California student utilizes half of his time, 15 semester units, for required professional courses, he has left the 6 semester hours prescribed, and 9 elective semester hours for subject-matter courses. If we consider that in all likelihood the major part of his last two undergraduate years were highly specialized in the subject he prepares to teach, it will not seem unreasonable to divide his graduate year equally between the two branches. One unfavorable criticism of the California program is the relatively small amount of credit allowed for teachers' courses in special subjects the students are preparing to teach.

AN INNOVATION IN PART TIME

Dean Schneider inaugurated some years ago the part-time plan for students in engineering courses. Modifications of his scheme have appealed to manufacturers and to teachers alike in various parts of the country; especially in Massachusetts has this idea been carried far. It remained for Dean Ayer of the Municipal University of Akron, Ohio, to carry the part-time plan into training for business, by obtaining the co-operation of merchants. Akron, with its great rubber industries, is especially well adapted to try the experiment. Dean Ayer announces:

The Department of Business Training of the Municipal University of Akron was established by vote of the directors on May 15, 1916. Students are able to gain practical experience while pursuing a course in the underlying

theory. The students are grouped in two sections, one of which is at work and the other in attendance at the University. At the end of a designated period, those who were at the University go to the business organizations, and those who were employed in the business organizations go to the University.

Students are required to start work in July and work continuously until September, when alternation begins. The business organizations of Akron have been very cordial in the acceptance of the plan, and places of employment are assured for as many students as the facilities of the University can accommodate. Students are paid for actual time at work, the rate to be agreed upon by the University and the employers. Positions are secured by the dean of the College of Engineering.

The Department of Business Training and the employer plan the work so that the student gets a graded experience, beginning with work requiring no experience and ending with responsible duties. This work and the University training will be co-ordinated by the head of the department so that the experience gained and the courses will amplify each other.

SELF-EXPRESSION

The following quotation from the *Journal of Education* (London, May, 1916) is interesting and will meet with approval:

English people, we are continually being told, lack the faculty of self-expression, and therefore children ought to be trained in self-expression. But here comes a problem. If writing is to be genuine self-expression, the child must write only when he really wants to express something; he must not write at the order of somebody else, for if he does he will write artificially, inventing, instead of expressing ideas and feelings. If he feels nothing about a primrose except that it is a yellow primrose, we must not expect him to say more. We should not encourage eloquent description and pretty sentiment which the child feels no real impulse to give us. We are inclined to judge from some school books which we have recently seen that there is a real danger of teachers fostering this kind of artificial composition. The value of it is certainly problematic. Perfect sincerity in speech and writing is more to be desired than facility of utterance. We shall not gain anything by training up a generation which can write graceful conventionalities about anything and everything. Rather we should teach boys and girls that the first rule of writing is: never write unless you really want to say something. Huxley we think it was who said that there was only one good rule for style: have something to say and then say it—an epigram which, if not adequate for the needs of the teacher, is a very solid foundation-stone.

IMMEDIATE RESULTS OF THE CLEVELAND SURVEY

It is quite natural that a piece of searching investigation like the Cleveland Survey should arouse opposition on the part of people whose delinquency was exposed. The purpose of that survey was not primarily to discover what was good in the school system of Cleveland. Quite the contrary, the purpose was to determine what were the weaknesses of that system, in the light of most advanced educational practices, and

to recommend definite measures of reform. It was a diagnosis of educational conditions with the avowed purpose of prescribing remedies for a system suspected of curable disorders. In *School and Society*, October 7, 1916, Allen T. Burns, director of the Cleveland Foundation, recounts an amazing mass of maladies brought to light by the survey. Of course, the city school board and the superintendent under whose administration the educational rottenness had culminated could not be expected to be enthusiastic over the public disclosures of their shortcomings. Both board and superintendent writhed. The latter, asked to resign when the supervisory system was shown to be seriously at fault, refused to comply. On the basis of a contract which has one year to run, he retains his position. The request for the resignation of the superintendent indicates that the board, even if critical of the survey, is not petty, and is not blind to its duties. Moreover, the list of survey recommendations which the board has inaugurated is further proof of the efficacy of the investigation. Mr. Burns summarizes the innovations as follows:

Here are some of the chronological sequels, if not results, of the survey. They represent in some cases only board action as yet, not actual execution:

Put into operation the Cleveland-Gary double-platoon plan of class rotation, which relieves congestion, gives greater variety of play and study for pupils, and saves building cost. Use of the plan at Kennard School has saved \$30,000 by economy of space.

Raised salaries for lowest-paid teachers from \$500 to \$550.

Adopted a new policy for wider use of school buildings; opened 13 community centers in schools.

Tightened census and truancy systems; added 12,000 children of school age to the roll in one year, gaining \$24,000 in fees from the state.

Enforced law requiring health certificates to protect all children leaving school to go to work.

Reorganized teaching of English to immigrants to give them greater encouragement and opportunity.

Introduced new courses in arithmetic, geography, and elementary science; increased supplementary reading; adopted a new spelling-list.

Started special instruction to cure speech defects; bettered health work generally; improved school toilets; lowered blackboards for small pupils.

Opened school playgrounds after school hours.

Established junior high schools to bridge the gap between grade and high schools.

Lengthened academic high-school day to equalize salaries of all high-school teachers.

Standardized high-school markings.

Put supervisory as well as clerical duties upon school principals.

Improved method of keeping school records; took over dental clinics as a school function.

Ordered reading of more literature with less detailed analysis in high schools.

Made libraries part of school plants.

SUMMARY OF MORAL EDUCATIONAL PROGRESS IN THE HIGH SCHOOL

Mr. Jesse B. Davis in *Religious Education* for October offers a very complete discussion of the progress made in introducing moral training into the high schools since 1911.

The committee appointed by the Religious Education Association in 1911 made three significant recommendations: first, "that teachers be impressed with their responsibility for a greater use of their personal influence with pupils through personal contact and sympathy than is now customary"; second, "that the teacher's opportunity for personal contact and influence with the children be enlarged"; and third, "that an increased effort be made to secure the moral values of the content of all subjects in the curriculum, so that moral instruction may be enlivened, appreciation awakened, and personalities enriched." In response to the first two suggestions superintendents have endeavored to exercise more care in the appointment of physical directors for boys and girls, deans for girls, and in many cases have established very helpful advisory systems.

The subject chosen in Grand Rapids for direct moral and vocational guidance is English. Under the writer's plan the instruction in English is to be shaped from the sixth grade to suit the moral and vocational needs of the individual pupils. The teaching of morals through English is neither new nor recent. There is no more prolific source of great spiritual truths than English literature. The great masterpieces are living monuments to truth, fidelity, patience, and their kindred virtues. The vocational-guidance course outlined by Mr. Davis includes the biographies of truly successful men and women, but pays but slight attention to their works. The new courses seem to require less cultural and more scientific material.

Aside from the changes being made in the curriculum, the writer gives in detail a more important phase of moral and vocational training—the efforts which are being made by the Y.M.C.A. and Y.W.C.A., by the parent-teachers' association, and by other organizations to use the school plant for social activities. Under this plan the school authorities are enabled to shape and direct the community. Where the plan has been tried, direct results have been reported in the moral uplift and in closer connection between the home and community with the school system.